I. Unit Title: Center for Community and Economic Development

School/College or University Division: Academic Affairs

Unit Administrator: Deborah Moore

II. Educational Program User Outcome Assessment Plan (Academics)

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection &amp; Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should a graduate in the _____ (fill in major here) ______ major know, value, or be able to do at graduation and beyond?</td>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be have been collected. 3. Explain the procedure to analyze the data.</td>
<td>What were the findings of the analysis?</td>
<td>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</td>
</tr>
<tr>
<td>Students tutored by AmeriCorps members in PreK-3rd grade will improve their reading at least one performance level based on the performance levels set by their school.</td>
<td>Pre/Post Test Test grades Report Cards MCT</td>
<td>Annual reading gain in reading increased 1.5-2.0 reading levels for tutored students.</td>
<td>No changes recommended.</td>
</tr>
</tbody>
</table>
Elected officials, community members, members of non-profit organizations and AmeriCorps members participating in CCED sponsored trainings in collaborations with state agencies, partnering universities, and community and faith-based organizations will report an increase in knowledge gained as a result of what the trainings provide.

| One hundred and fifty low-income, at-risk females in Bolivar County will report they are able to make better lifestyle choices, conduct self breast exams and go for their annual mammogram as a result of the breast health education project. | Self-evaluations Workshop evaluations | Ninety-five of the participants receiving training report a 75% increase in knowledge gained as a result of the training they attend. | Each program has developed a training curriculum and schedule for 2009-2010 that will provide participants with more specific training. 

| One hundred and fifty low-income, at-risk females in Bolivar County will report they are able to make better lifestyle choices, conduct self breast exams and go for their annual mammogram as a result of the breast health education project. | Pre assessments Post assessments Follow up phone calls | Ninety percent of the participants in the program report making healthier lifestyle choices, conducting monthly breast self exams and going for their annual mammograms appointments. | Utilize a graduate student in nursing to evaluate the program 

| Sixteen leaders of faith-based and community organizations will receive training, technical assistance and a sub-grant award for capacity building. | Pre assessments Post assessments | The pre assessment was administered prior to the sixteen organizations beginning the capacity building activities. These 16 organizations have been tracked over a 2 year report. One hundred percent of the organizations have reported at least a 50% growth in their capacity. | Seek additional funding to continue the program with a new cohort of non-profit organizations.
At least 10 youth will participate in the summer youth entrepreneurial program to learn skills and knowledge needed to own and operate their own business. | Pre assessment | Post assessment | Focus group | Preliminary assessment attached to this report | n/a

### III. Goals

-- For the Current Year

A. Goal #1: To develop services and programs that maintain the identity of individuals, promote inclusion and foster appreciation among all members of the University and the Delta region.
   1. Institutional Goal which was supported by this goal:
      SP Goal # _1_ or QEP Goal # __: DSU will ensure through enhanced programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship.
   
      2. Evaluation Procedure(s): Becomes core principal
   
      3. Actual Results of Evaluation: Staff and beneficiaries are becoming more diverse
   
      4. Use of Evaluation Results: To use in grant proposals and in developing partnerships for CCED.

B. Goal #2: To build partnerships with communities, regional organizations, community colleges, the private sector and other institutions of higher education that will create a sense of community, consistent with the Center’s mission.

   1. Institutional Goal which was supported by this goal:
      SP Goal # _5_ or QEP Goal # __: [DSU will increase and enhance outreach, service, and partnership initiatives.]

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CCED_Plan and Report_08-09
2. Evaluation Procedure(s): Informal assessment of contributions

3. Actual Results of Evaluation: A 10% increase in partnerships and their contributions to CCED

4. Use of Evaluation Results: Utilized in grant proposals and in development of programs

C. Goal # 3: To develop leadership and professional competences to empower staff and local leaders in building local and regional networks to create and manage change in their communities.

   1. Institutional Goal which was supported by this goal:
      SP Goal # 4__ or QEP Goal # __: DSU will improve its image and impact in the community and will increase its external resource base.

   2. Evaluation Procedure(s): Increased number of leaders actively engaged, Increased receipt of degrees and certifications, administration of written assessment, approved calendar

   3. Actual Results of Evaluation: 10% increase in leadership and professional competencies for staff and local leaders

   4. Use of Evaluation Results: Build capacity of CCED

D. Goal # 4: To revitalize communities by providing effective and efficient programs in community service for youth, mentors, emerging leaders, local government and non-profit organizations.

   1. Institutional Goal which was supported by this goal:
      SP Goal # 5__ or QEP Goal # __: DSU will increase and enhance outreach service, and partnership initiatives.

   2. Evaluation Procedure(s): Actively engaged team, Printed document of strategies, Development of programs or new initiatives.

   3. Actual Results of Evaluation: One additional program

   4. Use of Evaluation Results: To develop new programs and build capacity of CCED
-- For Coming Year(s)

A. Goal #1: To develop services and programs that maintain the identity of individuals, promote inclusion and foster appreciation among all members of the University and the Delta region.

1. Institutional Goal(s) supported by this goal:
   SP Goal # _3_ QEP Goal # __: **Assure high-quality, diverse, engaged faculty and staff.** (DSU will attract, retain, and support an increasingly engaged and highly-trained workforce):

2. Evaluation Procedure(s): Becomes core principal

3. Expected Results: More diversify staff and beneficiaries

4. Anticipated/Intended Uses of Evaluation Results: To increase capacity of workforce in the Delta

B. Goal #2: To build partnerships with communities, regional organizations, community colleges, the private sector and other institutions of higher education that will create a sense of community, consistent with the Center’s mission

1. Institutional Goal(s) supported by this goal:
   SP Goal # _5_ QEP Goal # __: **Improve the quality of life for all constituents** (DSU, improving its image and impact, will increase and enhance outreach, service, and partnership initiatives, in the region and beyond)

2. Evaluation Procedure(s): Informal assessment of contributions

3. Expected Results: To establish at least 3 new partnerships with entities consistent with the Center’s mission

4. Anticipated/Intended Uses of Evaluation Results: To build capacity of Center
C. Goal #3: To develop leadership and professional competences to empower staff and local leaders in building local and regional networks to create and manage change in their communities.

1. Institutional Goal(s) supported by this goal:

   SP Goal # _5_ QEP Goal # __: **Improve the quality of life for all constituents** (DSU, improving its image and impact, will increase and enhance outreach, service, and partnership initiatives, in the region and beyond)

2. Evaluation Procedure(s): Increased number of leaders actively engaged, increased receipt of degrees and certifications, administration of written assessment, approved calendar

3. Expected Results: At least two staff members will obtain undergraduate degrees, one graduate degree and two will become ABD. There will also be an increase of leaders actively engaged by 20%.

4. Anticipated/Intended Uses of Evaluation Results: Staff will develop competencies and earn credentials that make them better able to serve Delta communities

D. Goal #4: To revitalize communities by providing effective and efficient programs in community service for youth, mentors, emerging leaders, local government and non-profit organizations.

1. Institutional Goal(s) supported by this goal:

   SP Goal # _5_ QEP Goal # __: **Improve the quality of life for all constituents** (DSU, improving its image and impact, will increase and enhance outreach, service, and partnership initiatives, in the region and beyond)

2. Evaluation Procedure(s): Actively engaged team, Printed document of strategies, Development of programs or new initiatives.

3. Expected Results: The Center will add at least two new programs to its portfolio.

4. Anticipated/Intended Uses of Evaluation Results: Provide additional services to Delta communities
<table>
<thead>
<tr>
<th>Goal</th>
<th>Institutional Goal</th>
<th>Baseline (AY 2007-08)</th>
<th>Year 1 (08-09)</th>
<th>Year 2 (09-10)</th>
<th>Year 3 (10-11)</th>
<th>Year 4 (11-12)</th>
<th>Year 5 (12-13)</th>
<th>Year 6 (13-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To develop services and programs that maintain the identity of</td>
<td>SP 3</td>
<td>Eight programs were administered by the Center</td>
<td>9</td>
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<td>individuals, promote inclusion and foster appreciation among all</td>
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<td>members of the University and the Delta region.</td>
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<tr>
<td>B. To build partnerships with communities, regional organizations,</td>
<td>SP 5</td>
<td>Approximately 70 partnerships were utilized to implement programs and projects at</td>
<td>85</td>
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<td>community colleges, the private sector and other institutions of</td>
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<td>CCED</td>
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<td>higher education that will create a sense of community, consistent</td>
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<td>with the Center’s mission</td>
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<tr>
<td>C. To develop leadership and professional competences to empower</td>
<td>SP 5</td>
<td>Over 50 workshops and trainings were sponsored by CCED to develop leadership and</td>
<td>65</td>
<td></td>
<td></td>
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<tr>
<td>staff and local leaders in building local and regional networks to</td>
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<td>professional competencies</td>
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<td>create and manage change in their communities.</td>
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<tr>
<td>D. To revitalize communities by providing effective and efficient</td>
<td>SP 5</td>
<td>Eight programs were administered by the Center</td>
<td>9</td>
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<tr>
<td>programs in community service for youth, mentors, emerging leaders,</td>
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<td>local government and non-profit organizations.</td>
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</tbody>
</table>
IV. Data and information for department:

Brief Description and/or Narrative of programmatic scope:

The Center for Community and Economic Development was established in August of 1994 to create a proactive stance in the University to address major development issues facing the region. The Delta State University Center for Community and Economic Development pursues excellence in its programs and activities as it seeks to improve the quality of life for the citizens of the Delta. The Center encourages faculty and staff of Delta State University to develop and conduct practical research projects, to provide public service educational programs, and to provide technical assistance to public and private sector organizations. The Center emphasizes on-campus teamwork and collaboration and seeks to develop partnerships with other private and public sector organizations and agencies with vested interests in leadership development and in community and economic development in the Delta region. The Center staff believes in the importance of education and in the power of all individuals, families, groups and institutions to act collectively to meet the needs of their communities.

The Center for Community and Economic Development serves as one of the arms through which Delta State University fulfills its regional mission. It crosses racial, economic and class divisions in strengthening and assisting communities in making their dreams and visions come alive. The Center supports Delta State University and community initiatives through research and by promoting partnerships and networking opportunities with other organizations in the region. The Center brings businesses, citizens, educational leaders, public officials, institutions of higher learning, and faculty together to develop innovative solutions to problems. Delta State University, through the Center, is showing that institutions of higher learning can be a driving force in helping to support community and economic development.

The Center’s staff represents an array of diverse talents and backgrounds further enhancing its ability to provide effective programming and resources to the Delta.

Comparative Data (enrollment, CHP, majors, graduation rates, etc): N/A

Grants, Contracts, Partnerships, Other Accomplishments:

Below is a table showing grants secured by CCED staff and faculty associates during the 2008-2009 academic year:
Below are CCED program summaries and accomplishments for 2008-2009:

**America Reads-Mississippi (ARM)** is the largest AmeriCorps program in the state of Mississippi and addresses the AmeriCorps area of education. The mission is to improve the reading skills of students, encourage public awareness and support of literacy, and help improve the number of certified teachers in Mississippi. Regional partnerships include five (5) universities: Alcorn State University, Delta State University, Jackson State University, Mississippi State University and University of Southern Mississippi. In addition, ARM has maintained strong partnering relationships with Barksdale Reading Institute, Early Childhood Institute, Head Start, Mississippi Commission for Volunteer Service, Mississippi Department of Education, Mississippi Emergency Management Agency, Mississippi Institutions of Higher Learning, and MS Red Cross. The DSU region was awarded 50 members who serve in five school districts and sixteen school sites. On July 31, 2009, America Reads-Mississippi will have successfully completed its 11th year of operation.

<table>
<thead>
<tr>
<th>Sponsor of Grant</th>
<th>Grant Amount</th>
<th>Project Title</th>
<th>Project Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tougaloo College</td>
<td>$10,000 (contract)</td>
<td>Tougaloo Health and Wellness</td>
<td>John Green</td>
</tr>
<tr>
<td>Corporation for National and Community Service</td>
<td>$359,733</td>
<td>America Reads Mississippi</td>
<td>Carla Ross/Deborah Moore</td>
</tr>
<tr>
<td>Corporation for National and Community Service</td>
<td>$276,000</td>
<td>Mississippi Delta Service Corps</td>
<td>Larry Webster/Deborah Moore</td>
</tr>
<tr>
<td>U.S. Dept of Health and Human Services</td>
<td>$242,800</td>
<td>Mississippi Delta Leaders Empowering Youth</td>
<td>Meg Jones/Deborah Moore</td>
</tr>
<tr>
<td>Susan G. Komen Foundation</td>
<td>$47,708</td>
<td>Breast Education Early-detection Project</td>
<td>Deborah Moore</td>
</tr>
<tr>
<td>Corporation for National and Community Service</td>
<td>$433,553</td>
<td>VISTA</td>
<td>Linda Stringfellow/Deborah Moore</td>
</tr>
<tr>
<td>Corporation for National and Community Service</td>
<td>$210,524</td>
<td>Delta Recovery Project</td>
<td>Linda Stringfellow</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,580,318.00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**CCED Plan and Report_08-09**
ARM has 350 full-time members serving in 85 schools across the state. ARM AmeriCorps teams at school sites tutored over 6,000 students full-time one-on-one and in small groups during the school day, before and after school, over school breaks, and in the summer. Annual statewide gain (on average) in reading has increased 1.5-2.5 reading levels for tutored students. Teachers have reported significant improvements in grades, class work, behavior, school attitudes, and attendance as a result of the individualized tutoring.

The DSU-ARM program spends $513,000.00 for living allowances paid to 45 stipend AmeriCorps members at $950.00 per month for 12 months or $11,400.00 per year. Over 80% of these members are single parents and this living allowance serves as the only cash income within the household. Health insurance is provided to stipend members at no cost to the members. The DSU-ARM program spends $68,850.00 for health care insurance (45 members paid at $127.50 per member for 12 months). Liability insurance is included as a benefit for all AmeriCorps members at a cost of $9,855.00 per year, 45 stipend members at $18.25 per month and at $5.05 per month for 5 district teacher assistants. Lack of adequate childcare and the inability to pay for services have hindered many people from maintaining employment. Stipend members are eligible (based on household income) for childcare voucher payments through the Corporation for National and Community Service. The DSU-ARM region currently has 9 stipend members enrolled providing childcare services to small children for the program year.

Member development is an important component of ARM. During the course of the program year members are required to attend monthly trainings in professional skills, personal development skills, and citizenship and civic engagement. Members leave the program with job readiness skills, work experience, and established long-term goals. Upon completion of 1700 hours per year, all AmeriCorps members earn $4,725.00 in the form of an education award voucher. The DSU Region estimates awarding 43 members education awards this program year totaling $203,175.00. The DSU Region has 9 members who have served in the program for 2 years and received an Associate Degree and/or Bachelors Degree.

Volunteer recruitment and community involvement is a vital part of the ARM program and is strongly encouraged. During this program year, ARM members in the DSU region alone, have recruited over 4,000 volunteers to assist with literacy/school related activities and National Service Day projects serving over 5,000 hours.

The America Reads-Mississippi Program has been continuously awarded funding for continuation. Each year, our program has exceeded the desired performance measures. ARM continues to be recognized as a national “model program” by the Corporation for National and Community Service (CNCS) and the largest program of its kind. To better serve our schools and communities, ARM has
included disaster preparedness, mentoring, and future teacher literacy corps to the member curriculum. In addition, ARM continues to promote AmeriCorps alumnus.

**Mississippi Delta Service Corps (MDSC)** AmeriCorps program is based at the Center for Community and Economic Development at Delta State University in Cleveland, MS. It is part of a bi-state initiative that falls under the umbrella of the Lower Mississippi Delta Service Corps. Members of the program assist in making communities across the Mississippi Delta safer, healthier, better educated and more united.

The MDSC program received $276,000.00 in funding from the Corporation for National and Community Service for the 2008-2009 service year. Twenty-three members were allotted to the program to serve in the area of tutoring, adequate and affordable housing, family service, youth enrichment and community education. Nineteen of the twenty members allotted will complete the program this year. Each will have received a $11,400 living allowance and a post-educational award of $4,725.00.

The program is economically important to DSU because $262,200 of expendable income is being brought into the region as well as $108,675.00 of educational award monies that members will use to attend institutions of higher learning. A large majority of our members attend Delta State University.

As of June 30, 2009, Mississippi Delta Service Corps (MDSC) has 23 members serving in 8 counties throughout the Delta. MDSC has collected $84,435.20 in-kind. MDSC members have recruited and trained 369 community volunteers who have donated 11,060 hours of their time toward volunteering in local communities. Based on the value of service from the Economic Report of the President, at $18.04 per hour, these volunteers gave $199,522.40 of their time to local organizations. Three MDSC members have assisted with the construction of eight (8) affordable low income houses in Clarksdale, Jonestown and Tutwiler. Thirteen MDSC members have assisted 463 youth in various youth enrichment activities such as: arts and craft, tutoring, homework assistance, sports and recreational and cultural enrichment. MDSC members who serve as community educators have distributed information about community risks and programs offered through their agency to 3539 community members.

**Mississippi Delta Service Corps/AmeriCorps*VISTA (VISTA)** The Center for Community and Economic Development at Delta State University received a grant in the amount of $443,553.00 from the Corporation for National & Community Service for the 2008 – 2009 program year to continue the Mississippi Delta Service Corps (MDSC)/AmeriCorps*VISTA Program.
The MDSC/AmeriCorps*VISTA Program is comprised of twenty-three full-time VISTA members, two full-time Cost Share VISTA members and twenty full-time Summer Associates who serve with programs to create and expand opportunities for low-income individuals in the following areas: (1) financial asset development; (2) welfare to work; (3) public health; and (4) children and youth. Through their service in these four focus areas, low-income communities will achieve long-lasting antipoverty objectives, partnerships will be promoted between public and private sectors, volunteers will be recruited and trained, resources will be mobilized to support the project, and communities will have the capacity to be self-sustainable.

Each VISTA member receives a $9,996.00 subsistence allowance; the choice of a $4,725.00 education award ($1,000.00 for Summer Associates) or a $1,200.00 year end stipend which yields approximately $351,176.80 (This number is based on 20 members choosing the education award and 5 choosing the stipend) of expendable income for this region. VISTA members are assigned to 21 partnering organizations in 7 counties in the Mississippi Delta.

For the 2008-2009 service year, 3,474 community members have been recruited and trained to assist with the VISTA projects and have served a total of 32,995 hours. Based on the value of service from the Economic Report of the President, at $18.04 per hour, these volunteers gave $595,229.80 of their time to local communities, benefitting over 9,000 people. VISTA members solicited over $194,940.00 dollars of in-kind and donated goods and services this service year.

In May 2009 the MDSC/AmeriCorps*VISTA Program received $210,524.00 for the program expansion of a new initiative, the Delta Recovery Project. This new project started May 15, 2009 and ends September 25, 2010 and includes an additional 10 full-time VISTA members and a full-time Project Coordinator and a part-time Program Associate. This additional funding is supported by the Edward M. Kennedy Serve America Act of 2009 signed by President Obama in February 2009.

Breast Education Early-detection Project (BEEP) The Center for Community and Economic Development, Delta State University School of Nursing, Delta Health Center in Mound Bayou, MS, Bolivar County, Bolivar Medical Center, Leader’s of Delta Health and Wellness, Mississippi State Department of Health’s Breast and Cervical Cancer Program (BCP), AmeriCorps*VISTA (Volunteers in Service to America) program implemented a year round Breast Education and Early-detection Project in 2008.

The project’s mission is “Eradicating Breast Cancer as a life-threatening disease by Advancing Education and Early Detection! This project is an innovative and effective approach to eradicating breast cancer; thereby increasing the number of women who adopt early-detection methods. The approach targets a population of low-income women in communities that have limited access to preventive health services and links them to services that will address their breast health needs.
Workshops are held throughout Bolivar County and are open to the general public. Low-income, underinsured, at risk participants, county wide will be eligible to receive free breast screenings. Scholarships are also made available in the amount of $25.00 for fifty of the participants to assist with transportation. Funding for this program is made possible by the Susan G. Komen for the Cure Breast Cancer Foundation. Accomplishments for January 2008 – June 2009:

- 51 Educational Workshops and Health Fairs held in Bolivar County
- 79 Mammograms
- 105 Clinical Breast Exams
- 60 Transportation Stipends
- 9 Participants were referred to the Mississippi State Department of Health’s Breast and Cervical Cancer Program (BEEP has partnered with this program and act as a referral for women who have no insurance)
- 75 % increase in monthly self breast exams
- Served over 1294 Bolivar County residents.
- Raised over $2,297.00 in cash to supplement the program.
- BEEP Sponsored 10 Community Events (Listed Below)

1. **Living Your Life Like its Golden Health Care Forum** - This was a day to discuss healthcare issues that are affecting women’s lives. It was also a day for them to make a commitment to change their daily healthcare, eat right, take good care of their bodies, and keep all monthly and yearly examinations and checkups. The Speaker was Louisa Denson, Mississippi State Department of Health, Director of Women’s Health, Jackson, MS.

2. **(2) Breast Cancer Awareness Forums** – The program hosted a forum in April and August 2008, Dr. Roger Blakes, Blakes Surgical Association was the speaker at both events. The forums were open to the general public to attend and discuss breast cancer awareness and the latest medical technology available.

3. **Financial Health Workshop** – BEEP along with Project A.S.S.E.T.S. sponsored this workshop. Housing finance professionals from Mississippi Home Corporation were on hand to offer creative solutions and suggestions to help with mortgage related needs. The attendees were able to find information on services and programs that are available in the area that provides legal, medical or other assistance. A workshop was also conducted for individuals interested in homeownership.

4. **Pamper Day for Women** – is a day of rejuvenation and pampering for women. An area was set up for everyone in attendance to receive free healthcare. They were able to receive the following free examinations and screenings: HIV Testing, Blood Pressure Checks, Glucose Testing, MS Blood Services(Blood Donations), Colon Screenings, Depression Screenings, MS Breast and Cervical Cancer Program. Vendors also provided jewelry, basket creations, massages, home interiors, purses,
make-up, facials, manicures, Avon, feet massages and much more. Free Susan G. Komen T-shirts and lunch were provided for 
all of the attendees. Over 80 people attended this event.

5. BEEP Holiday Outreach – the program solicited food and can good donations from several local businesses and distributed 
them out to program participants and needy families in the Bolivar County community. Each child in attendance received gifts 
and a candy bag from the program. Several can goods were also donated to the Bolivar County Homeless Shelter.

6. Hosted October Breast Cancer Awareness Events
   • October 1, 2008 – Paint the County Pink, Communities were asked to purchase, wear and display pink ribbons and 
bows. Ribbons and bows were placed throughout all the municipalities in Bolivar County. Businesses also displayed 
ribbons, bows and painted store windows.
   • October 3, 2008 – National Denim Day, all local businesses, schools and other community groups were asked to 
permit employees and students to wear blue jeans to work and school for a $5.00 donation to the program.
   • October 11, 2008 – Paint the Stadium Pink, Delta State University vs. West Alabama at 3 p.m. DSU Athletics 
Department scheduled activities in support of breast cancer awareness. All cancer survivors were recognized during 
half time. Individuals who wore pink to the game were admitted free of charge. The stadium was painted pink, breast 
cancer awareness signs displayed, along with ribbons and bows. The players wore pink ribbons on their helmets. 
Athletics staff, cheerleaders, gridiron girls, and band members wore pink lapel pins.
   • October 23, 2008 – Professional Women’s Breakfast, Invitation Only, Delta State University Alumni House, 8 a.m.
   • October 24, 2008- BEEP Walk/Lunch n Learn, 11 a.m., Delta State University Green Mile/ State Room, Lunch was 
served to all walkers free of charge. Faculty, staff, students and community members walked the BEEP Walk on the 
Green Mile. Tracie Griffin a survivor and Dr. Nate Brown, a physician were the guest speakers for the event.

7. Spring Backpack, March 30, 2009, the program received donations from several local businesses to purchase back packs and 
school supplies for needy children. The event was also used to distribute breast health information to parents in attendance. 
Over 100 packs were distributed out to needy students, the packs consisted of notebook paper, folders, hand-sanitizer, pencils, 
tissues, rulers, crayons, glue, book covers, scissors and many more items.

8. TEA WITH BEEP, the program hosted a breast cancer awareness tea on May 2, 2009, 10 a.m. at the Center for Community 
and Economic Development. Over 60 people were in attendance at this event. A breast cancer survivor, Tracie Griffin, was the 
guest speaker. Entertainment was provided by the East Side High School Choir.

9. Girl Power was a day of training to teach young girls the importance of body image, personal hygiene, abstinence, disaster 
preparedness and many more fun activities. This event was hosted by BEEP on May 23, 2009, 9a.m. at the Center for 
Community and Economic Development.
Breast Education and Early-detection Project Accomplishments and Recognitions for 2008-2009

- BEEP was featured in several issues of the Bolivar Commercial Newspaper and the Cleveland News Leader in 2008.
- BEEP was featured on the WXVT Morning Day Break Show and the Evening News on several occasions in 2008.
- BEEP was selected by AmeriCorps* VISTA as the **2008 Service Site of the Year**.
- Alfreda Cowins, former AmeriCorps* VISTA Member, was hired as the Program Coordinator for BEEP in 2008.
- Alfreda Cowins, also received the John C. Green Service Award for 2008.
- Alfreda Cowins, was selected for People of the Week for the Bolivar Commercial Newspaper in March 2009.
- Sheronda Bush, AmeriCorps*VISTA Member was selected as the Member of the month for the AmeriCorps program in October 2008 and April and May 2009.

The Youth Entrepreneurial Program (YEP) was first piloted in the summer of 2007. Ten junior and senior high school students were recruited into the program by AmeriCorps*VISTA participants serving at Delta State University’s Center for Community and Economic Development. The first YEP program was a partnership between CCED/DSU, the College of Business/DSU, Beauty Queens Beauty Supply Store, AmeriCorps*VISTA, and the Cleveland Youth Council.

The Mississippi Delta for years has struggled with building a financially viable and stable economy. With some of the highest poverty levels in the country, the community and economic development practitioners within the Delta area began to meet in an attempt to eradicate this issue. The discussions led to a variety of possible programs, plans, and ideas. After a host of panel discussions and meetings among community leaders, the idea of an entrepreneurial program which targeted high school-aged students was developed.

Community leaders involved with the planning phases of the program envisioned a motivated cohort of high school students who if given the proper tools, would have the capacity to eventually become the Delta’s future business leaders. After various meetings and
panel discussions among economic development practitioners in the area, an intense curriculum taught by professors from Delta State University was developed for the Youth Entrepreneurial Program (YEP).

YEP was offered to teens as a summer business enrichment program that would allow motivated future commerce leaders to research and develop their entrepreneurial skills. YEP creatively offered a challenging curriculum that afforded student participants an in-depth look into business ownership through job shadowing, intensive business training, and mock business development culminating with a scholarship competition.

The pilot program originally lasted eight weeks with sessions lasting from noon until 3:00, Monday through Thursday. YEP sessions I and II (Summer of 2007 and 2008, respectively) followed this structure while session III (Summer 2009) utilized a different format. Classes were held Monday through Thursday with Job Shadowing on Fridays each week. YEP session III was shortened to four weeks instead of eight, with two classes per day instead of one beginning at 9:00AM and ending at 3:00PM. Students were given a lunch break between the two classes from 11:30PM-12:30PM.

The YEP III schedule was piloted during the summer of 2009. The decision to change the format was made after extensive meetings with community development practitioners that felt condensing the program would increase retention rates of student participants.

The YEP program is formatted in a way that teaches students the basics of business ownership through an excelled, yet graspable curriculum. The classes offered were as follows:
Intro to Business Planning  
Soft Skills  
Professional Etiquette  
Conflict Resolution  
Business Skills  
Business Luncheon (interactive)  
Intro into Business Types  
Personal Finance Planning  
Market Research  
Advertising  
Marketing  
Customer Service  
Business Financials  
Social Responsibility  
Leadership  
Teamwork

Mississippi Delta Leaders Empowering Youth (MDLEY) Year 3 of the MDLEY program has proved to be another successful year in capacity building of our partnering FBCOs and the partnering lead organizations. Thus far, $20,000 has been distributed to our 16 partnering FBCOs this year and $29,600 is yet to be distributed. FBCOs have used their sub-grant awards in several different capacity building ways. Some of them include, but are not limited to: equipment procurement, training for advisory boards and/or board of directors, logo creation, website development, creation of marketing materials, staff training, acquiring office space, and others. Approximately 24 different programmed capacity building trainings have been made available to our partnering FBCOs thus far, and another 17 are currently scheduled for this program year. Some of those training topics include fiscal management, time management, board governance, learning the ins and outs of marketing, basics of faith-based management, outcome measurement, grant writing, strategic planning, and others, including some webinar opportunities. Also, several opportunities for networking were made available to partnering FBCOs who attended the Center for Nonprofits state-wide annual conference. A smaller conference focused specifically on our geographical area of the state is planned for September.
The work plan for year two included a minimum of 10 hours of on-site, one-on-one technical assistance provided by a professional consultant to each of our 16 FBCOs. We hear time and time again that this technical assistance piece is the most beneficial of the program. The consultants are free to tailor their services to best fit each individual organization.

The Delta State University (DSU) Institute for Community-Based Research (ICBR) is a collaborative initiative between the Division of Social Sciences and the Center for Community and Economic Development (CCED). As a group of faculty, students and community development practitioners, the ICBR works with diverse nonprofit organizations and foundations to conduct and use research to inform social, economic and health improvement initiatives. Demonstrated in this brief summary report, the Institute has been productive over the past year in terms of participatory and action oriented research.

Much of the information in this memorandum is also available in the Division of Social Sciences Strategic Plan and Report for 2008-2009.

Active Projects from the 2008-2009 Academic Year

The ICBR engaged in a wide variety of applied research and evaluation projects during the 08-09 academic year. An illustrative list of projects includes:

1. A regional farmers market network assessment and planning project in partnership with seven markets, the Dreyfus Health Foundation, Delta Directions Consortium, and Harvard Law School;

2. Evaluation of the CCED’s Mississippi Delta Leaders Empowering Youth Project;

3. Evaluation of the Tougaloo College Health and Wellness Center/Delta Health Partners Healthy Start Initiative;

4. Evaluation of the Partners Investing in Nursing’s Future Program, a collaborative project including the Dreyfus Health Foundation, DSU School of Nursing, and the Mississippi Office of Nursing Workforce;

5. Assessment survey of patients seeking non-urgent care at Delta hospital emergency departments conducted in partnership with the Mississippi Primary Care Association;
6. Field assessment of transportation barriers to health care with the Children’s Health Fund;

7. The second annual evaluation and community needs assessment survey of Biloxi and Gulfport residents, conducted in partnership with Visions of Hope Inc., Coastal Women for Change, University of Michigan School of Public Health, and the Southeastern Louisiana Department of Sociology and Criminal Justice.

8. Regional social surveys, including the Delta Rural Poll in partnership with the Mississippi State University Social Science Research Center.

As listed above, the Delta Rural Poll (DRP) was one of the projects pursued in the 08-09 academic year. The DRP is a sample survey of households in eleven Mississippi Delta counties. It was started in 2003 under the leadership of Alan Barton with the assistance of a committee of Community Development faculty. Since then, the DRP has been conducted every other year. The most recent survey was conducted in early 2009.

A collaborative initiative between the ICBR, Division of Social Sciences, CCED, and the Mississippi State University Social Science Research Center (SSRC), faculty, staff, and students worked to design and pre-test the questionnaire. The SSRC used the questionnaire to conduct telephone interviews with more than one-thousand residents of the core Delta. The data were then provided to faculty for analysis and use in courses, presentations and other scholarly endeavors. Data from the 2009 DRP have already been made available to seven faculty members for their use. One faculty member presented from this information at the DSU Research and Scholarship Symposium, and another faculty member used DRP data in a presentation at the Southern Sociological Society meetings. DRP data were also used in two courses – SSC 669 Quantitative Research and Statistics and SOC/SSC 492/592 Survey Research. Several faculty members have expressed their plans to analyze DRP data as part of the scholarly pursuits, and graduate students are being asked to consider using these data for thesis projects. For the fall 2009 semester, DRP data will be used in at least three courses – SOC 420/520 Sociology of Education, SOC 460/560 Social Stratification, and SSC 669 Quantitative Research and Statistics. It is likely that other faculty will use these data.

Resources to conduct the 2009 DRP were provided through a diverse mix of partners. The CCED and Division of Social Sciences made important financial contributions, given the importance of DRP data to their community development and scholarly initiatives. The DSU Office of Academic Affairs provided support through the Faculty Development Fund, and both the ICBR and the Mississippi Primary Health Care Association made additional contributions.
Academic Courses, Student Practicum Projects, and Thesis Projects

The ICBR worked with several students on their practicum and thesis projects in the DSS, primarily those working to complete the Master of Science in Community Development Degree.

Practicum Projects:

- Atchison, E. Practicum. Analysis of social disruption and community attachment in the aftermath of Hurricane Katrina.
- Fizer, A. Practicum. Evaluation of college preparation and youth entrepreneurship programs at the CCED.
- Lee, L. Practicum. Analysis of the challenges faced by young mothers in Mound Bayou, Mississippi.
- Stafford, L. Practicum. Assessment of library patrons in the Mississippi Delta.

Thesis;
- Jefcoat, S. Emergency Departments as Medical Homes: An Assessment of the Utilization of Health Care Among Residents of the Mississippi Delta

Additionally, ICBR faculty, students and staff provided assistance to other units across campus, including the School of Nursing, the Department of Health, Physical Education, and Recreation.

Publications and Presentations

Peer-Reviewed and/or Externally Edited Publications


**Technical Reports/Working Papers**


Presentations, Panels and Workshops


**Funding**

The ICBR utilized funds from a wide variety of sources. Typically, grants and contracts are pursued in partnership with other units across campus and beyond. Here is an illustrative list of funding sources from the 08-09 academic year. [Note that some of the projects go beyond the DSU fiscal year.]

- Center for Community and Economic Development (subcontract from a Department of Health and Human Services funded project) – Evaluation of the MDLEY Project – Mississippi Delta Leaders Empowering Youth ($7,800 for Oct. 08-Sept. 09 fiscal year)

- Children’s Health Fund – Transportation Disadvantage Project ($20,000 from March-Dec. 09)
Mississippi Primary Health Care Association (subcontract from a Delta Health Initiative funded project) – Solutions for Non-Urgent Use of Delta Hospital Emergency Departments ($18,400 for 08-09 fiscal year)

The ICBR manages a project with funding that goes through the CCED: Tougaloo College Health and Wellness Center (subcontract on a Department of Health and Human Services funded project) – Local Evaluation of the Healthy Start Initiative ($10,000 for 08-09 fiscal year, with an additional $5,000 for summer 09 planning activities for an obesity initiative)

Additionally, the ICBR oversees a DSU Foundation scholarship entitled the “Community Development Student Research Fund.” The third annual Community Development Recognition and Scholarship Banquet was held in May 2009. After expenses, it netted $1,819 in funds for student scholarships.

**Delta Rural Poll (DRP):** is a program of the Center for Community and Economic Development (CCED) at Delta State University (DSU). For the past six years, the Delta Rural Poll has served the people of the Mississippi Delta by collecting data for researchers to use in policy oriented research. Over the past year, the Delta Rural Poll has extended its scope by building partnerships between DSU and other universities in Mississippi and around the country, and by establishing closer ties with Delta communities. Dr. Alan Barton has directed the Delta Rural Poll since its inception, in collaboration with a Coordinating Committee that consists of Faculty Associates from the CCED, as well as a new Advisory Committee formed this past year.

The Delta Rural Poll is administered by the Program Director and Principal Investigator, in collaboration with a Faculty Coordinating Committee (FCC). The Principal Investigator is responsible for the day-to-day operations and administration of the Delta Rural Poll project, and serves as a Program Director with the CCED. Members of the FCC serve for two years. The primary mission of the FCC is to prepare each survey. Members identify themes and develop questionnaires. The FCC is also responsible for all major policy decisions pertaining to the Delta Rural Poll. Since its inception, Dr. Alan Barton has served as Program Director and Principal Investigator. Dr. Brent Hales was Co-Principal Investigator for the 2003 and 2005 surveys, as well as a member of the FCC. Dr. John Green and Dr. Albert Nylander served as members of the Faculty Coordinating Committee for the 2003, 2005, 2007 and 2009 surveys. During the summer of 2006, Dr. Brent Hales left Delta State University. Dr. Paulette Meikle-Yaw, Assistant Professor of Sociology and Community Development in the Division of Social Sciences, joined the Faculty Coordinating Committee at the beginning of Fall Semester, 2006. Dr. Meikle-Yaw has been on the DSU faculty since 2005, and is a graduate of Mississippi State University in Sociology. During Fall Semester 2006, the Delta Rural Poll Faculty Coordinating Committee met and agreed to form a new Advisory Committee. This committee consists of faculty and other parties from Delta State and other institutions who have a stake and interest in the Delta Rural Poll, but who are not on the FCC. Creating this institutional position provides the opportunity to
include people across campus and beyond DSU, incorporating greater community participation into the project and establishing links around the country. Since the beginning, the objectives of the Delta Rural Poll have focused on serving the Delta, and this committee is one step towards building links between the campus and other entities around the Delta. Preliminary data for the 2009 Delta Rural Poll is in the process of being developed.

**Economic Development initiatives and/or impact:**

Deborah Moore and Geri Adams from Congressman Thompson’s Office continue to provide training and technical assistance to municipalities in the second Congressional District and to discuss community and economic development strategies and opportunities. To see what it takes to develop a full-fledged tourism industry, on November 15 a group of small-town mayors, aldermen and city officials traveled to the Tunica RiverPark Museum to meet with Webster Franklin, the President and CEO of the Tunica Convention and Visitors Bureau.

**Stimulus funds available** to school districts for new and expansion of early childhood education for pre-kindergarten was a topic of discussion at Delta State University in April 09. Over 75 representatives from Delta school districts, local Head Start programs, Mississippi Department of Education, Mississippi Head Start Association, Congressman Bennie Thompson’s Office, Delta Council, and Delta Health Alliance were a part of the meeting-by-invitation hosted by Deborah Moore, Director of the Center for Community and Economic Development at Delta State, and Dr. Cathy Grace, Director of the Early Childhood Institute at Mississippi State University.

The discussion addressed new guidelines and opportunities for school districts and head start programs to develop new programs serving pre-kindergarten students in a summer program supported by Title I funds to be allocated to school districts. During the summer, Delta communities now have an opportunity to provide “academically focused programs” for pre-kindergarten students on basic skills such as reading and writing. The Delta Promise School Program was discussed in detail and presented as a model program to provide these basic skills.

*The chart below shows total funding for AmeriCorps programs, number of members, number of staff, number of partnering sites, number of years in existence total cash match, total living allowance and total education awards for AmeriCorps programs at the Center for Community and Economic Development during the 2008-2009 year.*
<table>
<thead>
<tr>
<th>Program</th>
<th># of Members</th>
<th># of Staff</th>
<th>Amount of Funding</th>
<th>Cash Match/Donation Requested From Partnering Sites</th>
<th># of Sites</th>
<th># of Yrs. Program Has Been in Existence</th>
<th>Total Amount of Living Allowance</th>
<th>Total Amount of Education Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>America Reads-Mississippi (ARM)</td>
<td>50</td>
<td>2.5</td>
<td>$359,773.00</td>
<td>$172,000.00</td>
<td>16</td>
<td>11</td>
<td>$513,000.00</td>
<td>$212,625.00</td>
</tr>
<tr>
<td>Mississippi Delta Service Corps</td>
<td>23</td>
<td>2</td>
<td>$276,000.00</td>
<td>$126,500.00</td>
<td>10</td>
<td>14</td>
<td>$255,300.00</td>
<td>$99,225.00</td>
</tr>
<tr>
<td>Mississippi Delta Service Corps/AmeriCorps<em>VISTA (MDSC A</em>VISTA)</td>
<td>25</td>
<td>3</td>
<td>$433,553.00</td>
<td>$34,500.00</td>
<td>9</td>
<td>5</td>
<td>$351,177.00</td>
<td>94,500.00</td>
</tr>
<tr>
<td>Delta Recovery Project</td>
<td>10</td>
<td>1.5</td>
<td>$210,524.00</td>
<td>$20,000.00</td>
<td>10</td>
<td>New program</td>
<td>$99,960.00</td>
<td>$37,800.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>9</strong></td>
<td><strong>$1,279,850.00</strong></td>
<td><strong>$353,000.00</strong></td>
<td><strong>45</strong></td>
<td><strong>30</strong></td>
<td><strong>$1,219,437.00</strong></td>
<td><strong>$444,150.00</strong></td>
</tr>
</tbody>
</table>

Diversity Compliance Initiatives and Progress: N/A

Committees reporting to unit (Committee records archived in _____): N/A

V. Personnel:

Noteworthy activities and accomplishments:

Dr. John Green was promoted to Chair of the Division of Social Sciences effective July 1, 2009

Dr. John Green was a guest lecturer at Harvard University in February 2009.
Linda Stringfellow and Deborah Moore will complete the last class in the Human Capital Development PhD program at the University of Southern Mississippi in July 2009.

CCED received funding for a Delta Recovery Project VISTA program in the amount of $210,524.00.

CCED sponsored the 5th Annual Delta health and Wellness Day at the Bolivar County Expo in Cleveland in January. Over 1000 participants received free screenings and free information about their health.

Delta State University’s Center for Community and Economic Development recently recognized its long-standing partnership with North Sunflower Medical Center, presenting the Ruleville hospital’s administrator, Billy Marlow and his staff with inscribed plaques detailing their dedication to Delta State University and other Delta communities.

Members of Cleveland Youth Council and REDEFINE traveled to Jackson, MS to participate in the Mississippi Truth Commission Project Meeting. The purpose of the meeting was to endorse a Declaration of Intent to create a Mississippi Truth and Reconciliation Commission. The goal of a commission on truth is to overcome myths, lies and denial about past injustices by telling the truth about what happened. Included in this truth is the victims experience and perspective in the public memory of past injustices and to contribute recommendations on how to overcome the harm of past injustice, redress victims, and prevent similar injustices from happening again.

New position(s) requested, with justification: N/A

Recommended change of status: N/A

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes: N/A

Changes made in the past year:

Recommended changes for the coming year(s):
Appendix A:  CCED Strategic Plan 2009-2011-attached as a separate file

Appendix B:  Preliminary Evaluation of the Youth Entrepreneurial Program
Appendix B

Youth Entrepreneurial Program Evaluation: This report provides a summary of the methods, results, and observations from a 2009 formative evaluation of the Youth Entrepreneurial Program at The Center for Community and Economic Development and Delta State University’s College of Business. The researcher worked in conjunction with Antonette Savage, who served as the research assistant on this project. The researcher fully trusts that the use of this information will be used in future planning and development of the Youth Entrepreneurial Program. The opinions expressed within this paper do not necessarily reflect the views of partnering organizations.

Focus of this Evaluation Report

The Youth Entrepreneurial Program was developed with the future economic stability of the Mississippi Delta in mind. Community and Economic practitioners in the area seem to have a sincere desire to establish long-term stability and competition for the Delta’s business community. Attention throughout this evaluation was placed on program structure, class activities and student deliverables.

The three main deliverables that the project desired to evaluate were:
1. Student creation of a business plan that specifically met the needs of their entrepreneurial goals.
2. Student participation in a poster symposium showcasing their mock business as they would like to develop it.
3. Evaluation of student participant retention of learned information through pre/post testing knowledge surveys and an end session panel discussion.

The researcher added to this assessment with observations of the YEP program classes. Though YEP has held three sessions since its inception, a lack of consistent record keeping prevented the researcher from contacting the first YEP session participants and many of the second session’s cohorts. Due to this, the data collected through face-to-face survey research had a much higher response rate than that of the telephone surveys conducted for past YEP participants.

The evaluation will conclude with Recommendations for the future of the YEP program. Information presented in this evaluation report should be utilized as a tool to further the mission and objectives of YEP and similar programs like it.

METHODS
Multiple research methods were used in this evaluation. They included:
• Pre and Post Testing of YEP participants’ knowledge and understanding of concepts. (Pre-test N=9, Post-test N=10)

• Qualitative interviews conducted through a panel discussion with YEP participants (N=9).

• Participant observation at YEP classroom sessions.

• Telephone survey of past YEP participants (N=3).

Participants of the evaluation were guaranteed anonymity in regards to their answers and experiences through the YEP program. The respondent’s names were coded into numerical forms to insure confidentiality.

The Pre and Post tests were the exact same evaluative tool. Program participants did the Pre-test on their first day of YEP classes and their Post-test on the final day of the session. The researcher analyzed these evaluative tools by utilizing SPSS to view the changes of learned knowledge from the Pre-test to the Post-test. The Pre/Post test is shown in Table 2.
YEP Survey Evaluation

DIRECTIONS: Tell me your level of understanding about the topics below. Be honest, as there is no grade for this exercise. Please circle the number that correlates with your understanding of the topic.

<table>
<thead>
<tr>
<th>I Do Not Understand This</th>
<th>Neutral Understanding</th>
<th>I Understand This</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

3

Circle the number for each statement that indicates your level of understanding of.....

<table>
<thead>
<tr>
<th>Statement</th>
<th>I Do Not Understand This</th>
<th>Neutral Understanding</th>
<th>I Understand This</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to Draft a business plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. What Soft Skills are and how to use them</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Professional Etiquette in a business setting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. How to resolve conflicts in a business setting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Personal Finance Planning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Time Management in a business setting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Market Research</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Business Advertising</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Networking in a business setting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Quality Customer Service</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Business Financials</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
12. The Importance of Professionalism

13. The Importance of a Positive Attitude

14. Taking Initiatives and Displaying Creativity

15. The Importance of Meeting Deadlines

16. What it Means to be an Entrepreneur

17. How to Job Shadow

18. How to Present Quality Work in a business setting

19. Sales Pitch Strategy

20. How to create a Resume

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
</table>

The value labels for this survey were as follows: 1= I do not understand this; 2= Neutral understanding; 3= I understand this. “Neutral understanding” was described as a student being familiar with the term, but unsure fully about its practical use. The minimum score for this survey was 20 and the maximum was 60.

The Panel survey/qualitative interview was created as a discussion aid for the YEP participants. Participants were given a survey with 13 open-ended questions with their responses being digitally recorded. There were no instructors or direct YEP staff present during the panel discussion as to prevent the student participants feeling obligated to give biased responses. The survey tool utilized is seen below in Table 3.
Youth Entrepreneurial Program Post Workshop Focus Group Panel Discussion

6-25-09

1. What is your fondest memory of this YEP session? Please give examples.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. What do you remember the most from lectures and presentations? Please give examples.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. What could have been done differently during the workshops to improve them, or what would you change about what we have done together in this workshop series? Please give examples.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. How do you plan to apply some of the tools that you have learned in this workshop series towards your future business goals? Please give examples.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. In two of our sessions, Personal Financial Planning was discussed. Have you used any of the planning tools that were presented? Please give examples.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. We have held two different workshops that focused solely developing your business plan. After participating in these two sessions, are you confident that you can complete a business plan in the future on your own? Please explain your answer. During two workshops, we discussed different Marketing strategies for a business. Were these sessions beneficial to you? Please give examples from the workshop.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. What specifically can you say was the motivating force for your involvement in YEP this summer? Please be specific with examples.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

8. Do you think that prior to your involvement in YEP you were interested in creating a business in the Delta? Please be specific in your answers and include examples if possible.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9. Do you feel that you are better prepared to become a business owner after participating in this program? Do you have any concerns about business ownership that may have not been covered in these sessions? Give examples and explain why or why not.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

10. Did this experience make you more or less likely to attend college? Do you feel that you have retained the information taught from the workshops? Please give examples.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

11. We would like your feedback on the structure of the program. Please explain whether you liked or disliked the current structure (i.e. 2 weeks with extended days versus one month with shorter days).

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

12. Were the lecturing styles of your instructors beneficial to you? Please explain.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

13. Throughout the YEP program, you were able to job shadow community business owners to experience entrepreneurial ship first hand. Do you feel that this portion of the program was beneficial?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Thank You for Participating!
The surveys were analyzed through color-coding “trigger words” or key terms that were then categorized under four major headings. The categories were:

- **LEARNED SKILLS**
- **SUCCESSES**
- **CHALLENGES**
- **RECOMMENDATIONS**

The researcher used different highlight colors to represent each category. After this was done, a list was compiled detailing specific terms and the amount of times they were mentioned throughout the qualitative survey. The researcher determined participants retention of information based on the number of times a term or trigger word was used in the surveys.

**PRELIMINARY SUMMARY RESULTS**

This section provides a summary of interesting evaluation results that should be utilized in further planning for the YEP program. Data collected from the research lends weight to the assumption that students who participate in the Youth Entrepreneurial Program perceive themselves to have a better understanding of basic business acumen. By utilizing SPSS data analysis the researcher derived that of the participants surveyed with Pre/Post testing tools, showed a higher perception of understanding after the program ended. There was an average score increase of +10 points from the pretest to the post test. The survey questions with the highest improvement in answers were 1, 2, 3 and 17. The participants successfully created a business plan and poster board to coincide with their mock ventures. **This milestone shows that the requested deliverables were met by the student participants in YEP.** The qualitative interviews provided an idea of what the participants retained from their involvement in YEP.

**LEARNED SKILLS**

- How to draft a business plan
- Customer service
- Team building
- The importance of attending college
- Self motivation
- Time management

In conjunction with the most highly retained skills, program participants expressed a wide range of unintended successes.

**TANGENT SUCCESSES**

- Stronger self-confidence
- Personal financial planning
- Stronger self-motivation
- The importance of preparation
- Overall better communication
Participants also communicated a variety of challenges that the program should attempt to work through to better YEP in the future.

**CHALLENGES**

- Students expressed a dislike of what they perceived as a small amount of time to work on their required assignments.
- Overwhelming amount of information dispersed in a short amount of time.
- Room climate was too cold
- Lack of interactional activities.

**RECOMMENDATIONS**

- The incorporation of more hands-on/interactive student activities by instructors.
- Better climate control in the classrooms or reminders to bring sweaters/jackets.
- Program format changes to 5 weeks instead of 3 weeks due to “rushed” perception of program.
- Increased one-to-one assistance with students on their business plans.
- More cohorts
- Cellular phone collection at the beginning of each class.